Witnessing pathways

the troubling, uncomfortable, real and imagined stories of…

…witnessing the ruins of progress

We are building a relationship with this forest and its members. We watch it change. We see the snow. We hear birds. We smell the rotten leaves. We follow paths between trees, over rocks and through puddles. We see and hear the bulldozers, excavators *remaking* this forest.

We wonder with this new ***made*** **PATH**:

"Fun"

"Sad"

"Sandy"

"A puzzle"

Travelling with puddles, influencing and influenced

Mark and are **marked** by charcoal.

Where will these puddles and fragments go next?

Finding bunny tracks,

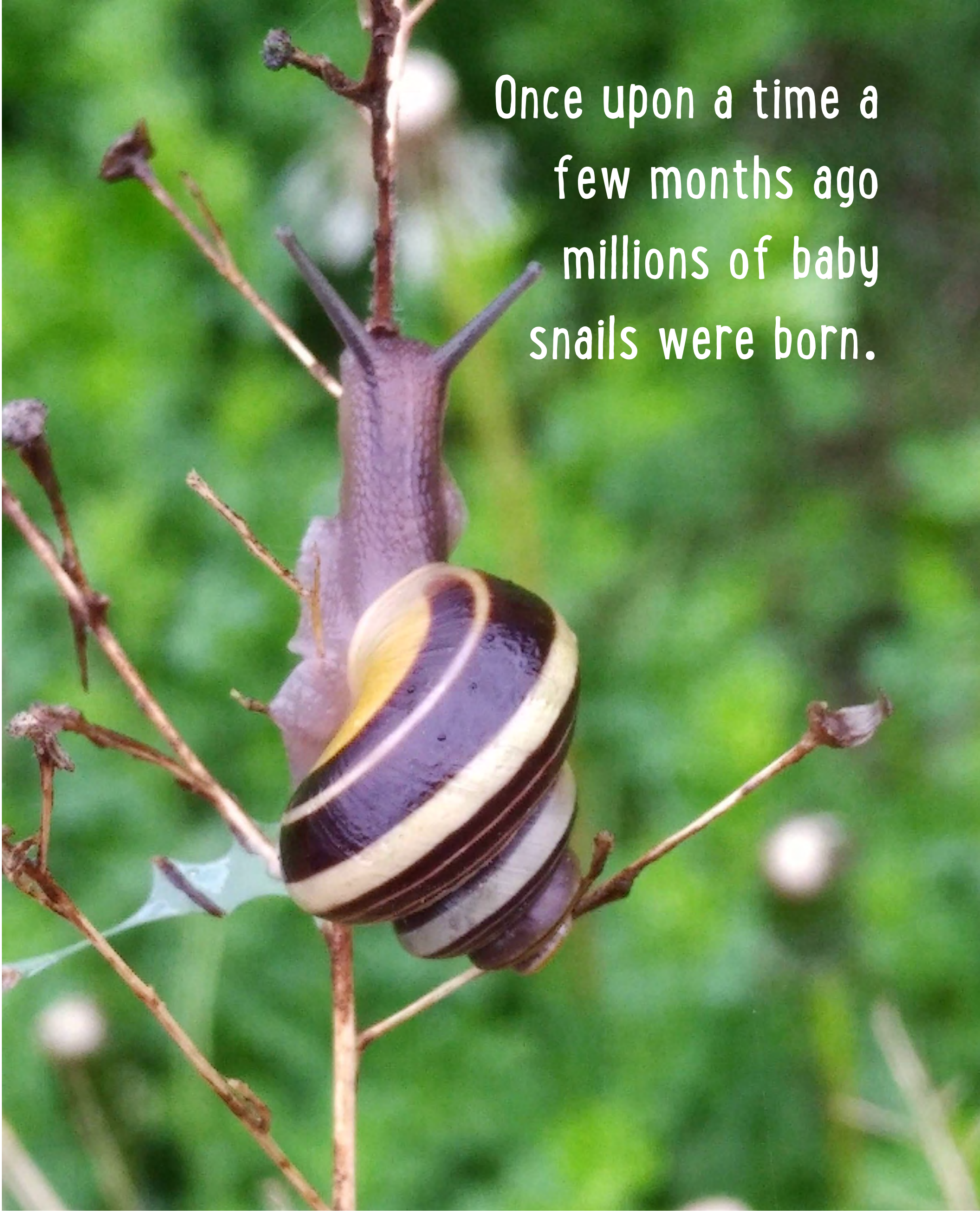
We question the
implications of following.

Things grow all around.
Thistles push through the asphalt
path living with cigarette butts
as toxic neighbours.

And the wild leeks grow all around.

CRUNCH

We hear snails...



They Slimed,
Slithered and Trailed . . .

They ate the dead frog.

We went for a walk.

We noticed a new path being built.

This change is uncomfortable and we ask “why is this happening”?

Trees.

Trees placed.

Trees designed for us?

Thinking with trees, we wonder “trees can stand up by themselves”?

We witness change as pumpkin becomes.

We see and smell the rot of life we are part of.
We wonder about the layers of fungi and microbes we don't see.
What do they see?

Bones

Fur

Teeth

We think with owl pellets

found on the forest floor.

We are noticed.

We notice leaves that are not leaves
but traces, imprints, and memories.

Fish that are not fish, but reminders.

What spirits share these spaces?

Fairies?

We wonder with
Holes
Cracks and
Doorways

We stop.

We look.

We miss.

We look deeply.
We see.

We question

“What happened to the trees?”

“Where will the birds go?”

“I don’t like what happened to the forest.”
Pathways are troubling.

Definitely not the end...

This picture book is an **invitation** to consider the blurred spaces of natureculture where children, educators and researchers trouble the realities and fictions of place.

The idea of children's literature often pairs idealistic views of nature and children. As a disoriented parody of a children's book, this picture book is meant to unsettle adults with the realities.

Images and ideas from this book reflect the ongoing, program-wide research guided by a devoted commitment to the aspiration of noticing and the active and ever shifting process of paying attention.

We are committed to bringing this essential instability of our surroundings to the surface of educational encounters with the children. In doing so, we (children, educators and researchers alike) become more aware and sensitive to the entanglements comprising worlds.

The 'we' used in this book is part of an effort to reach beyond the limits of a human centric 'we'.

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